

# WORLD LANGUAGE FESTIVALS

## recitation of a literary passage

Score: Place: 

Students demonstrate fluency, pronunciation, intonation and enunciation while reciting a prepared literary text.

<b>Student:</b> _____	<b>Teacher:</b> _____
<b>School:</b> _____	
<b>Division:</b> Middle School High School	<b>Language:</b> <input type="checkbox"/> Chinese <input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Japanese <input type="checkbox"/> Latin <input type="checkbox"/> Spanish
<b>Level:</b> <input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3 <input type="checkbox"/> Level 4 <input type="checkbox"/> Level 5	

	Pronunciation and Intonation	Enunciation and Fluency	Memorization of Text	Verbal and Non-Verbal Expression	Difficulty of Text Selected	Poise and Overall Performance
<b>5</b>	Student can be understood by a native speaker.	Student's speech is natural with very few errors.	Student demonstrates perfect memorization & no text discrepancies.	Student uses excellent expressions that enhance delivery of recitation.	Text selection is appropriate but allows student to exceed expectations.	Student exudes confidence.
<b>4</b>	Student can easily be understood by a sympathetic listener.	Student's speech is generally smooth with few pauses and self-corrections.	Student recitation has very brief pauses & only minor text discrepancies.	Student uses many expressions that attempt to enhance delivery of recitation.	Text selection is appropriate.	Student appears very comfortable.
<b>3</b>	Student can be understood by a sympathetic listener most of the time.	Student's speech contains pauses, incomplete thoughts and self-corrections.	Student recitation makes frequent but brief pauses & frequent text discrepancies.	Student uses some expressions that attempt to enhance delivery of recitation.	Text selection is appropriate but challenging for the student.	Student is somewhat nervous and/or casual.
<b>2</b>	Student can be understood by a sympathetic listener some of the time.	Student's speech is halting and uneven. Line of thought is sometimes interrupted.	Student recitation has several longer pauses & frequent and major text discrepancies.	Student attempts to use expressions, but are sometimes mildly distracting.	Text selection is not appropriate but student attempts to perform.	Student is nervous, which affects speech or is distracting.
<b>1</b>	Student frequently mispronounces words. Language is heavily influenced by English.	Student's speech is halting and line of thought is difficult to follow.	Student is barely able to finish passage with frequent and major text discrepancies.	Student attempts to use expressions, but are frequently distracting.	Text selection is not appropriate and provides student difficulty to perform.	Student is nervous, which greatly affects speech and is very distracting.
<b>0</b>	Student could not be understood.	Student is not able to complete	Student is unable to finish passage.	Student does not use any expressions to enhance delivery of recitation.	Text selection is not appropriate and prohibits student to perform.	Student is too nervous to deliver recitation.